



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS SVEIKATOS MOKSLŲ UNIVERSITETO
STUDIJŲ PROGRAMOS "GYVŪNINIŲ IŠTEKLIŲ VALDYMAS"
(*valstybinis kodas - 6211IX003*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF "ANIMAL RESOURCES MANAGEMENT"
(*state code - 6211IX003*)
STUDY PROGRAMME
at LITHUANIAN UNIVERSITY OF HEALTH SCIENCES

Review team:

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2. **Prof. Dr. David Arney**, *academic*,
3. **Prof. Dr. Piotr Nowakowski**, *academic*,
4. **Rita Naudužienė**, *representative of social partners*
5. **Simonas Pusvaškis**, *students' representative*.

Evaluation coordinator - Ms Gabrielė Bajorinaitė

Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Gyvūninių išteklių valdymas</i>
Valstybinis kodas	6211IX003
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Gyvūnų mokslai
Studijų programos rūšis	Universitetinės
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (1,5 m);
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Gyvūnų mokslo magistras
Studijų programos įregistravimo data	2011-07-25

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Animal Sciences</i>
State code	6211IX003
Study area	Biomedical Sciences
Study field	Animal Sciences
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full time (1,5 years);
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master of Animal Sciences
Date of registration of the study programme	25 th July, 2011

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document

1.3. Background of the HEI/Faculty/Study field/ Additional information

This evaluation report is for the Master study programme in Animal Resource Management at the Lithuanian University of Health Sciences. The programme was established in 2011 and was

first evaluated in 2014. The current evaluation report has been produced and agreed by the aforementioned team.

The evaluation is based on a the self-evaluation report (SER) and annexed material produced by the SER team at the Lithuanian University of Health Sciences and on findings obtained during the site visit (30th May 2017). This included meetings with university, faculty, and department management, teachers, students, alumni and external stakeholders (social partners) as well as a tour through several on-campus teaching facilities and to the university teaching farm.

The team acknowledges that external factors such as changes in the employment market, student funding, reorganisation of the university, and other external factors may have had significant influence on the evaluated study programme. However, it is beyond the scope of the evaluation to assess these factors.

On the same day the bachelor study program in Animal Science was evaluated by the team on which this master study programme is heavily based. This report should be seen in this context.

1.4. The Review Team

The review team was completed according the *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The review visit to the HEI was conducted by the team on 30/May/2017.

- 1. Prof. Dr. hab. Thomas Wittek (team leader)**, *Professor at Vienna Veterinary University, Austria;*
- 2. Prof. Dr. David Arney**, *Professor at Estonian University of Life Sciences, Estonia;*
- 3. Prof. Dr. hab. Piotr Nowakowski**, *Professor at Wrocław University of Environmental and Life Sciences, Poland;*
- 4. Rita Naudužienė**, *Deputy Director at JSC "Animal Productivity Control", Lithuania;*
- 5. Simonas Pusvaškis**, *Graduate of Master Programme Applied Economics at Aleksandras Stulginskis University, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aims and objectives of the programme refer to the requirements set by the Ministry of Education and Science and they are available to the wider public.

The evaluation team (hereinafter ET) noticed from the description in the SER and in Comparison to the previous evaluation that recently (2015/16) major changes to the aims and content of the programme have been made. The programme went through a transition from a classic farm

animal based content to animal-human interactions, animals used for recreation purposes and those used in animal assisted therapy. The programme content is considered to be innovative and unique, since there are not many master study programmes having such an orientation and content worldwide.

The ET was assured by students, graduates and stakeholders that there is a need for graduates of this programme in the labour market. Although there is currently no legislation in Lithuania regulating animal-assisted therapy (regarding the specific qualification required to be engaged in practising this therapy) students and the university are very positive that the graduates will have high employability potential. However, the estimated number of graduates/year necessary to meet the demand varied extensively between the groups the ET spoke to. The ET would suggest that the university performs a market analysis for more reliable numbers of graduate opportunities.

The Intended learning Outcomes (ILO) are provided in the SER. They are available for the public, clear and mostly well defined, however they are not consistently associated to the new aims of the programme (animal-human interaction and animal welfare management, focus on breeding, nutrition, handling of animals for human recreation and enhancing human welfare and health). Generally the ILOS are linked to the professional and academic requirements of a second cycle study programme, and they are in accordance to the general orientation of the LUHS. The ET encourage fully aligning the ILOs and the course content; and furthermore to reduce the number of ILOs to make them achievable, and to index them according to the specializations of the programme.

The evaluation team agrees with the statement made by some groups which the evaluation team had the chance talk to that the programme's name is not easily understandable for social partners and the wider public and not very attractive to potential students. It is an innovative and unique programme, but the title does not really reflect this. The ET suggest that the study programme committee should consider renaming the programme to better reflect its content.

2.2. Curriculum design

The study programme has been prepared according to the requirements of the description of the general requirements for master study programmes provided by the Lithuanian Ministry of Education and Science. The programme is a second cycle study programme over 1.5 years with 90 ECTS, which is a typical amount for this type of study but leaves some room for expansion. Students have to produce a Master level thesis and will, after fulfilling the requirements, be awarded the title "Master of Animal Science".

Generally the design of the programme and the content of the courses allows the students to achieve the stated ILOs. The study themes of the taught subjects are mostly coordinated with the learning outcomes. Currently the study programme clearly contains courses both in classic farm animal husbandry, feeding and reproduction and also new content (horses, companion animal, human-animal relation). The ET encourages the study committee, teachers and the programme management to continue the transition. The subjects are taught in a consistent logical manner; the ET has no evidence that there are unnecessary repetitions.

The ET was told by alumni and students that changing the course content caused problems, and that these changes were made only reluctantly by some teachers. They also reported that some teachers were not able to provide teaching of new knowledge and achievements in the field. However, both groups were very appreciative about the positive reaction by the programme management (the Dean) to their suggestions. Additionally, the SER groups were very enthusiastic about the new programme design.

The self-studying time is directed by the teachers who provide tasks and guidance to the students. Platforms such as Moodle are used by the majority of teachers but only in one-way communication. Interactive online learning tools such as quizzes, wikis, mock exams, self-evaluating exercises are currently not used for self-study. Especially in a master programme with a rather low number of students such learning tools should be developed and used.

The mobility of students has increased in comparison to the previous evaluation, and a number of students have benefited from exchange programs like ERASMUS. ET encourages the University to continue these activities. This seems especially important since the alumni of this programme may have opportunities to work abroad, which can be enhanced by taking part in Erasmus exchange programmes.

On reviewing the master theses it is clear that there is a lack of understanding of research methodology and statistical knowledge and skills which are important for master studies; the ET encourages the study committee to consider this in further curriculum development.

The master study programme of Animal Resource Management now includes a wide variety of non-farm animals. Numerous practical resources are needed which must be adequately resourced. Due to the small number of students on this programme it is unrealistic to expect the university to invest heavily in this area, but practical facilities within the relevant industries must be sourced, and agreements developed, to ensure that this section of the course is adequately resourced. New social partners need to be identified. One stakeholder complained about insufficient cooperation from the university, the ET encourages effective co-operation with such partners.

2.3. Teaching staff

The teaching staff in the master course is not only affiliated with the Veterinary Academy but also with human medicine and psychology. Their number and scientific qualifications of teaching staff meet the general requirements for master study programmes. Their age is on a good range. The academic and pedagogic standard of the teachers are clearly adequate, allowing for the ILOS to be achieved. The majority of teachers have been in the profession for many years; the teaching staff can be considered experienced. Although most teachers have scientific merit some are not specialist in the area of the new programme content. It is understood by the ET that focussing on a new research area needs some time to develop.

Similar to the Animal science (bachelor programme) the ET had the strong impression after the meeting with teachers that, in contrast to the very enthusiastic SER committee, a number of teachers seemed less enthusiastic about the new programme content. This was especially the case for some teachers which had taught in the programme with the previous content. This impression was confirmed by the students and alumni who reported that some teachers adapted their teaching rather reluctantly.

Furthermore the ET encourages the study committee and the programme management to work for the better integration of teachers who have worked at the faculty for a longer period and those teachers coming from other faculties (medicine, psychology).

Although improvement has been seen, there is still concern about the insufficiently developed knowledge and skills of foreign languages (English) among the researchers/teachers. This is clearly problematic since English is the dominant language in science and inability to use English decreases the international visibility of the research. This is also evident in the rather low percentage of internationally visible publications (peer reviewed Journal articles) among the overall sufficiently high number of publication. The ET were told that for teachers there is a scheme in place ensuring that teachers constantly develop their pedagogic knowledge and skills. The ET encourages the university to offer further opportunities to improve knowledge of foreign languages to the staff. Furthermore, attendance at international conferences abroad should be encouraged by the university too.

2.4. Facilities and learning resources

The self-evaluation report provided comprehensive information about the facilities (lecture hall, class rooms, library, laboratories, and computer rooms). It is noted that facilities have been further developed in comparison to three years ago (e.g. the vivarium).

During our site visit the ET was given the chance to visit a number of facilities which are used for teaching and research (lecture halls, seminar rooms, and library). Generally it can be assessed that the facilities are in an excellent condition and adequate in size and availability. The ET has noted that, in comparison to the most recent previous evaluation visit the university further improved the teaching facilities. The laboratories (genetic, meat quality and hygiene, poultry nutrition,) were very well equipped; the class rooms (computer rooms, milking technology, and anatomy) can be considered to meet the demands for high quality teaching. Students and alumni also assured us that the laboratories and facilities are available for student teaching and research, which was positively evaluated by the ET.

The branch library on the campus offers sufficient study space in the reading rooms. According to the increased amount of self-studying it might be worth considering installing a number of smaller rooms at the library or elsewhere where students can do independent group work. The library has computers installed, Wifi is available. There are a number of textbooks in Lithuanian and foreign languages available. There was a student complaint that there are almost no recent textbooks in the Lithuanian language on the new programme content. The ET acknowledges that such books are simply not available yet and does not necessarily think that it is a disadvantage to have only English textbooks on these topics available. The library subscribes to a number of databases which enable researches, teachers and students to have access to the majority of the international literature of the field. This can be considered as a vital prerequisite for successful research for staff and students.

During the meetings with staff and students it was almost unanimously expressed that the facilities are well used and that the working environment is very stimulating.

Summarizing, the evaluation team acknowledges the efforts which have been made to provide state of the art facilities for research and teaching and encourages the University to continue doing so.

It is essential that the agreements with enterprises being initiated to develop students' practical skills are brought to a successful and rapid conclusion, so that the extremely valuable resource of local industries is fully utilised to educate students.

The master study programme of Animal Resources Management has new content; the programme includes a wide variety of non-farm animals. Due to the small number of students on this MA programme it is unrealistic to expect the university to invest heavily in this area, but practical facilities from within relevant Stakeholders must be sourced. The relationships with all relevant social partners should be formalized. Additionally, the ET was told by the management

and SER group that the university is planning to install facilities for keeping and training dogs and horses. The ET acknowledges that such changes need some time but encourage the University to develop facilities in these areas.

2.5. Study process and students' performance assessment

To enter the master study programme the students have to have successfully completed a bachelor programme. Ideally they progress from the Animal Science programme, but graduates of other bachelor programmes may also be allowed to study. The ET was assured that bridging courses are offered. Overall the entrance requirements are available for the public, are clearly written and transparent. Since all students have to write and defend a master thesis they must participate in research activities. The team had the chance to evaluate the master theses. The quality of theses has improved in comparison to 2013, but are still considered weak (the layout needs to be standardized; most of the statistics are simply descriptive, concluding or comparative statistics only to a small degree). The statistics sections in the material and method chapters in the thesis are mostly insufficient. Although citing of literature has improved, the ET has still found non-reviewed material, such as Wikipedia or Google. The majority of the master theses of the year 2017 were not associated with the new programme content, since they are about production animals and would have been suitable for the Animal Husbandry technology programme. As the ET understood, the topics for the master theses are either allocated to the students by teachers or are suggested by the students to the teachers. While the ET understands that the programme is still in a transition period, it is still crucial, that in future the topics must be aligned to the programme aims and content. Furthermore the ET has noticed little difference between the quality of these theses and the bachelor theses of the Animal Science programme.

The students' assessment is clearly described and known to the students. Although students and alumni seemed to be happy with their assessment at the end of courses/terms, the ET had some concerns that a high number of examinations are assessed as oral examinations, since one-to-one oral examination are known to lack fairness. The faculty should aim to further develop the variety of examination methods.

The ET cannot comment on the employability of graduates of the programme with the new content, this must be evaluated later when graduates enter the employment market.

Although the mobility of students has increased in comparison to the previous evaluation, the ET encourages the University to continue in these activities. It was still reported by the students that they are required to sit some examinations, or have to catch up with work after they have

returned to their home university, which discourages them from going abroad. This is strictly against the idea behind ERASMUS and must be addressed. In this context measures should be taken to ensure general English language competence for all students. During the meetings the review team met some students who spoke English fluently, but also there were students with no English skills at all.

Students do have the possibility to take part in cultural and scientific activities (e.g. the student scientific society) which are supported by the university. The ET acknowledges these efforts and encourages the university to continue them. The ET was told by students that they would be happy to have a stronger involvement with social partners.

2.6. Programme management

Information on the programme is readily available for students and the wider public via the homepage of LUHS (Lithuanian University of Health Sciences).

The responsibility of the programme management is clearly visible, the senior management committee meets regularly. The ET was told by students that the programme management can be easily contacted to address questions and concerns. Students and alumni feedback is gathered, however since the programme content has changed some time has to be allowed to conclude on content and quality.

Similar to the concern in the bachelor programme of Animal Science is the low attractiveness of the programme to students; since 2012 there have never been more than five students per year studying this programme. However, since the programme aims and content have been changed dramatically since 2015/16 it is reasonable to allow more time for development. Furthermore the review team was assured by the Lithuanian Minister for Agriculture (as a member of the social partner group) that the government intends to increase funding. The efficiency of marketing and promoting the programme should be improved. Further sources for funding for students should be explored (e.g. social partners, industry); it should also be considered if teaching the programme in English would attract foreign fee paying students. Such a measure could be successful as there are almost no competing programmes with similar content in other European countries.

The ET is aware that the programme is still in transition from the former farm animal focus to the companion animals, animal – human interaction, recreation, animal-assisted therapy focus. The new profile of the programme must be sharpened further; it should be distinct and recognizable, meaning the focus on animal human interaction and animal assisted therapy should

be easily recognizable, this would include the change of the programme title as already suggested.

The ET was told by alumni and students that a substantial part of teaching remains related to farm animals, but it is under changing process, as the management has administered changes in this programme, as in the BA Animal Science programme. It is worth noting that these changes have been requested by the students and stakeholders. Since the commitment of the teachers to the new programme objectives seemed very variable the management of the programme must strictly align teachers, teaching content and topic of research to the new programme aims and content. The majority of the 2017 master theses are still about production animals. They must be related to the ILOs and teaching content in the new programme.

Student and graduate feedback was used extensively and it should continue to be used in the future which should have a major impact on the programme. Contact with the stakeholders is mainly based on personal contacts between the university teachers and representatives of industry or governmental bodies. The involvement of stakeholders from the newly introduced industries seems to be improvable, especially from stakeholders working with dogs in therapy, where complaints about insufficient cooperation were recorded. Additionally, career advice was only sporadically given to students. More efforts should be taken in this regard.

2.7. Examples of excellence *

III. RECOMMENDATIONS

1. Continue and complete transition of the programme aims and content, align the learning outcomes to the new aims and content of the programme;
2. Improve the quality of research and master theses and align topics of the theses to the content of the programme;
3. Consider changing the name of the programme to make it more evidently descriptive for social partners and more attractive for potential students;
4. Ensure that a sufficient number of students enrol onto the programme to improve its viability; consider transferring the programme into English-taught program to attract foreign students;
5. Increase teachers' commitment to the new programme aims and content, improve integration between teachers from the faculty and teachers coming from other faculties or universities. Ensure research is initiated at LUHS on the new programme content;
6. Improve and formalize relationships with new social partners working on animal-human relations, animal recreation and animal-assisted therapy;
7. Progress with further development of facilities according to the new programme content.

IV. SUMMARY

The aims and content of the master programme Animal Resource Management have been changed recently and are now focused on human-animal interaction, animals for recreation purposes and animal-assisted therapy. These areas are rarely seen as central topics of a master programme and therefore the programme is uncommon and innovative. The Learning outcomes are generally at the right level and appropriate to the course, however they could be better aligned to the course content. The course title could also be in better accord with the course content. The curriculum design allows the achievement of the learning outcomes. Self-study is organized appropriately but more use could be made of internet resources in this context. MSc theses sampled showed inadequate awareness of research methodology and statistical method, and these should be addressed in the curriculum. The availability of non-farm animal practical resources should be improved, perhaps through better use of, and contact with, willing social partners. There is a good range of teaching expertise on this programme, including the use of cross-faculty staff, but while it is recognized that this is a new course, staff should be encouraged to engage in appropriate research related to the programme content. It is noted positively that systems to constantly improve staff pedagogical competence are in place. Teaching and learning resources; class rooms, laboratories, library and computer availability, are of good quality and suited to their purpose. Assessment of students is clearly understood by the students and is thought to be fair. There is an over-reliance on oral examinations, it is suggested that other forms of assessment be used. Weaknesses were found in the theses sampled, as described above. Programme management is transparent and is clearly working effectively. Student feedback into programme management decisions is also clearly in use and is taken seriously by the management. The low number of students is a concern and strategies should be put into place to improve these and therefore the future viability of the course.

While it is recognized that the programme is in a transition period from the former farm animal focus, efforts should be made to ensure that content, facilities and staff expertise should all be aligned to the new course aims.

V. GENERAL ASSESSMENT

The study programme *Animal Resources Management* (state code – 6211IX003) at Lithuanian University of Health Sciences is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	2
6.	Programme management	2
	Total:	15

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. dr. Thomas Wittek
Grupės nariai: Team members:	Prof. dr. David Arney
	Prof. dr. Piotr Nowakowski
	Rita Naudužienė
	Simonas Pusvaškis

LIETUVOS SVEIKATOS MOKSLŲ UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS *GYVŪNINIŲ IŠTEKLIŲ VALDYMAS* (VALSTYBINIS KODAS – 6211IX003) 2017-09-22 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-200 IŠRAŠAS

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos sveikatos mokslų universiteto studijų programa *Gyvūninių išteklių valdymas* (valstybinis kodas – 6211IX003) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	15

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Gyvūninių išteklių valdymo magistro studijų programos tikslai ir turinys neseniai buvo pakeisti dėmesį skiriant žmonių ir gyvūnų sąveikai, gyvūnų naudojimui rekreacijos tikslais ir gyvūnų terapijai. Šios sritys retai laikomos pagrindinėmis magistro studijų programos temomis, todėl programa neįprasta ir naujoviška. Studijų rezultatai apskritai yra tinkamo lygio ir atitinka studijas, bet galėtų būti geriau suderinti su studijų turiniu. Programos pavadinimas taip pat galėtų geriau atitikti studijų turinį. Programos sandara leidžia pasiekti studijų rezultatų. Savarankiškas mokymasis organizuojamas tinkamai, tačiau tam būtų galima daugiau išnaudoti interneto išteklius. Iš pateiktų magistro darbų pavyzdžių matyti, kad nepakankamai žinoma apie mokslinių tyrimų metodiką ir statistinį metodą, todėl šie klausimai turėtų būti įtraukti į studijų turinį. Reikėtų gerinti praktinių ne ūkio gyvūninių išteklių prieinamumą, galbūt geriau išnaudojant ryšius su geranoriškais socialiniais partneriais ir palaikant su jais ryšį. Programą vykdo patyrę dėstytojai, įskaitant dėstytojus iš kitų fakultetų, bet turint omenyje, kad programos turinys naujas, dėstytojai turi būti skatinami dalyvauti tinkamuose moksliniuose tyrimuose, susijusiuose

su programos turiniu. Svarbu, kad taikomos nuolatinio dėstytojų pedagoginės kompetencijos gerinimo sistemos. Mokymo ir mokymosi ištekliai, auditorijos, laboratorijos, biblioteka ir kompiuteriai geros kokybės ir atitinka paskirtį. Studijų vertinimo tvarką studentai aiškiai supranta ir laiko ją teisinga. Egzaminų žodžiu skaičius per didelis, todėl rekomenduojama naudoti kitus vertinimo būdus. Kaip nurodyta pirmiau, pateiktuose magistro darbų pavyzdžiuose rasta trūkumų. Programos valdymas skaidrus ir akivaizdžiai veiksmingas. Taip pat akivaizdu, kad studijų programos vadovai rimtai vertina studentų pateikiamą grįžtamąją informaciją ir į ją atsižvelgia priimdami sprendimus dėl programos valdymo. Susirūpinimą kelia nedidelis studentų skaičius, todėl reikėtų parengti strategijas, kurios padėtų išspręsti šią problemą ir ateityje užtikrintų studijų programos perspektyvumą.

Turint omenyje, kad programoje dėmesys dabar skiriamas ne ūkio gyvuliams, o kitiems aspektams, reikėtų stengtis užtikrinti, kad programos turinys, materialinė bazė ir dėstytojų kompetencija atitiktų naujus studijų tikslus.

<...>

III. REKOMENDACIJOS

1. Tęsti ir užbaigti perėjimą prie naujų programos tikslų ir turinio, suderinti studijų rezultatus su naujais programos tikslais ir turiniu.
2. Gerinti mokslinių tyrimų ir magistro darbų kokybę bei derinti magistro darbų temas su programos turiniu.
3. Apsvarstyti galimybę keisti programos pavadinimą, kad jis būtų aiškesnis socialiniams partneriams ir patrauklesnis potencialiems studentams.
4. Siekiant programos perspektyvumo, užtikrinti, kad į ją registruotųsi pakankamai studentų; apsvarstyti galimybę programą pradėti dėstyti anglų kalba ir taip pritraukti studentų iš užsienio.
5. Didinti dėstytojų įsipareigojimą vykdyti programą pagal naujus jos tikslus ir turinį, gerinti fakulteto dėstytojų ir dėstytojų iš kitų fakultetų ar universitetų tarpusavio integraciją. Užtikrinti, kad LSMU inicijuotų mokslinius tyrimus pagal naują programos turinį.
6. Stiprinti ir formaliai įtvirtinti ryšius su naujais socialiniais partneriais, vykdančiais veiklą žmogaus ir gyvūnų santykių, rekreacijos naudojant gyvūnus ir gyvūnų terapijos srityse.
7. Siekti pažangos toliau plėtojant materialinę bazę pagal naują programos turinį.

<...>

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)